

Polk County Public Schools

Gause Academy Of Leadership



2015-16 School Improvement Plan

Gause Academy Of Leadership

1395 POLK ST W, Bartow, FL 33830

<http://schools.polk-fl.net/gause>

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
High	No	75%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	54%

School Grades History

Year
Grade

School Board Approval

This plan is pending approval by the Polk County School Board.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	8
8-Step Planning and Problem Solving Implementation	16
Goals Summary	16
Goals Detail	16
Action Plan for Improvement	20
Appendix 1: Implementation Timeline	26
Appendix 2: Professional Development and Technical Assistance Outlines	27
Professional Development Opportunities	28
Technical Assistance Items	30
Appendix 3: Budget to Support Goals	0

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida’s Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida’s DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A, B or C with at least one F in the prior three years
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-C with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	3	Ella Thompson
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Gause Academy is a community partnership and a technology-oriented pre-academy (6-8) and academy (9-12) committed to preparing students for high-skilled, post-secondary careers, and opportunities, with the major focus on graduation.

Provide the school's vision statement

Gause will provide a small learning community built around a career theme that will enable students to see relationships among academic subjects and their application to a broad field of work. Students will be provided with day-to-day support, but they will also be expected to perform. Most significantly, the partnerships among Gause staff members, business partners, the community, and parents will be designed to guarantee that all students succeed and that they leave Gause with the skills needed to transition into careers and adulthood.

School Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

The staff at Gause Academy develop personal relationships with students on a daily basis. They do this by interacting positively with students through groups, clubs, and team building activities. Our master schedule supports these relationships as well. As a result, students build positive relationships with staff. Staff can communicate more effectively with parents as well.

Describe how the school creates an environment where students feel safe and respected before, during and after school

Every attempt is made to provide a secure campus for students and staff. Staff members are available before school. The Principal, Assistant Principal, and designated staff members serve morning and afternoon duty. As students move about campus throughout the day, teachers are stationed at their doors to monitor hallways and to welcome students in class. The school's SRO is visible during the school day.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

The Gause Academy school-wide behavior system includes school-wide expectations and progressive discipline is implemented. All teachers are provided a written discipline procedure manual. This is to ensure that discipline is fair and consistent. All staff members were trained during pre-service week with booster sessions as necessary.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

Our students social-emotional needs are met in various ways. We have a school guidance counselor who supports our students academic as well as social-emotional needs. Our school guidance counselor develops relationships with the family. A school psychologist, and social worker are

available to support our school guidance counselor as well. They work as a team to meet the diverse needs of our student population.

Services students receive include small groups, anger management, and individual sessions to address mental health/personal needs. Support for the family unit are provided as well.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

A monthly Early Warning Bulletin is received. Early warning indicators used in the system include the following:

- Absent 10% or more of the days enrolled(using truancy absence def.)
- Credits earned are less than required for student progress
- GPA below 2.0
- Number of failures in all courses greater than 2(semester grades)
- Number of failures in core courses greater than 1 in GP2
- Over-age 2 or more years for the grade level
- Total number of ISS/OSS days is greater than 3

Provide the following data related to the school's early warning system

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level							Total
	6	7	8	9	10	11	12	
Attendance below 90 percent	10	10	11	19	14	20	7	91
One or more suspensions	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	2	4	3	1	10
Level 1 on statewide assessment	0	0	0	0	0	0	0	

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level							Total
	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	4	6	5	11	12	16	4	58

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

- Attendance monitoring
- Data chats
- Credit/grade recovery
- Parent contact/conference
- Referral to school counselors
- Administrative conferencing with students

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

No

PIP Link

The school completes a Parental Involvement Plan (PIP), which is available at the school site.

Description

The staff at Gause Academy work to build positive relationships with students and parents. Parent involvement is encouraged and pursued in various ways. A parent-student orientation meeting is held initially prior to student enrollment. Parents are contacted throughout the year via telephone, automated school messenger system, and notes regarding attendance, grades, behavior, and school activities. Parents are also encouraged to attend school functions and celebrations. We continually seek to build strong relationships with our parents that will lead to more positive participation in our school.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

A business and community advisory council was developed to oversee programs. Business and community partners comprise this committee. Community partnerships exists with a local universities and surrounding schools which will allow for a smooth transition for students to continuing and post secondary education. These organizations provide guidance on requirements to successfully enter selected programs of study.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership:

Name	Title
Jones, Daraford	Principal
James, Shirlie	Assistant Principal
Carrier, Cindy	Instructional Technology
Duncan, Tammye	Teacher, K-12
Alexander, Alita	Guidance Counselor
Maysonet, Herbert	Teacher, K-12
Stunkard, Matthew	Teacher, K-12
Lashman, Brenda	Teacher, K-12

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

The leadership team works to support the district strategic plan. School based leadership team members serve as expert members in their specific content/specialty areas. They review student achievement data and work collaboratively to promote instruction aligned to the Florida State standards. Team members also serve as instructional support for all staff by sharing curriculum updates and best practices. The team also reviews progress monitoring data from FCAT, FAIR, IBTP, grades and behavior.

Principal- Analysis of all data and systems

AP - Data collection and analysis, behavior, attendance, progress monitoring, FCAT, curricular alignment, grade monitoring

Guidance Counselor - Data collection and analysis - student placement, class grades, attendance

Instructional Technology - Teacher support, monitor instructional programs

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

The school district provides instructional and curricular resources to meet the needs of students. The leadership team assesses what needs continue to exist within the school and problem solves to meet those needs. The leadership team will meet monthly.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Daraford Jones	Principal
Shirlie James	Teacher
Clifton Lewis	Business/Community
Lisa Brinson	Business/Community
LeDawn Pate	Parent
Rebecca Keener	Education Support Employee
Melissa Konkol	Teacher
Wesley Estronza	Student
	Student

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

The SAC membership will review last year's school improvement plan. The membership will discuss the effectiveness of the last year's plan and make recommendations for improvements to this year's plan.

Development of this school improvement plan

SAC committee will continue to meet to evaluate the effectiveness of the strategies and monitor success toward meeting the goals. The SAC improves and amends the SIP throughout the year as improvements and necessary additions are identified.

Preparation of the school's annual budget and plan

The school's budget is presented at the beginning of the school year.

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

Last year \$5097.39 in funds were allocated.
 Student incentives - \$2,597.39
 Staff training - \$1,500.00
 Teacher mini-grants - \$1,000.00

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC

Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Literacy Leadership Team (LLT)

Membership:

Name	Title
Jones, Daraford	Principal
James, Shirlie	Assistant Principal
Worth, Keith	Teacher, K-12
Filiace, Francoise	Teacher, K-12
Alexander, Alita	Guidance Counselor
Maysonet, Herbert	Teacher, K-12
Stunkard, Matthew	Teacher, K-12
Hughes, Tiffany	Teacher, K-12
Holley, Michael	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

The LLT will promote literacy within the school through varied means. First, all teachers are responsible for contributing to reading improvement. Staff will receive professional development related to the Florida standards in ELA with a focus on writing. Staff will be provided the rubrics related to writing. The schoolwide expectation is that all students are to write every day in every class. Other initiatives utilized include CISM (comprehensive instructional sequence model) and DBQ (document based questions).

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

Gause Academy utilizes planning periods meetings to foster professional development for staff. This time is fosters the building of relationships among staff members while staff gain knowledge on effective instructional strategies. There is also a Sunshine Club which also fosters these relationships through staff holiday events.

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

District level staff manage recruitment and teacher certification requirements. The district hosts job fairs to recruit teachers to our district. We utilize a district wide employment system to post current openings, schedule interviews, post references, and hire qualified applicants. The district works with schools to ensure racial balance and filling vacancies.

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

School follows district level plan, district level staff are responsible for developing strategies to be carried out at school site.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

Core instructional programs and materials are developed at the district level. The district provides curriculum resources (textbooks, learning schedules, other resources) aligned to Florida's standards. Teachers are expected to develop lesson plans in accordance with the provided resources. Lesson plans are reviewed to monitor for pacing and alignment to Florida's standards.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

Students are scheduled in Reading and Math classes based on their previous FCAT and FAIR scores. Progress monitoring data is used to monitor student progress. Student data is utilized to differentiate instruction to meet the diverse needs of students. In addition, grade recovery programs are implemented school wide to assist students who have difficulty mastering core content. The school day is modified to provide time for remediation to meet the needs of these students.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Weekend Program

Minutes added to school year:

Grade recovery

Strategy Rationale

To help students who received a failing grade during a grading quarter

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

James, Shirlye, shirlye.james@polk-fl.net

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

The number of students that successfully complete the grade recovery program and earn a grade change.

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

Student achievement data is evaluated upon entry. Based on student performance on state standardized tests, students are scheduled according to state requirements and master schedule offerings.

College and Career Readiness

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

Our school population is small and allows for us to provide a caring and concerned staff. A great amount of school hours, before, during and after, has been spent in developing the master schedule and subsequently creating student schedules. Our school population reflect a number of students who are lower performing and includes those who may have been retained. Throughout the school year, students receive assistance on how to plan short and long term goals, in both academic and career planning, offered through the guidance counselor and the principal. Student schedules include required courses and previously failed coursework. We also provide classes that provoke student interest and motivation, ranging from digital technology offered on our own campus to Creative Photography, offered virtually through, Polk Virtual School,(PVS).

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

Our school houses two academies, a pre-academy for middle school students and a high school academy for converging technology. Industry certifications currently offered include: Adobe Photoshop CS6, Microsoft Office PowerPoint 2013, IC3 Spark.

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

Core classes integrate the use of technology in varied and meaningful ways. Students are provided opportunities to incorporate knowledge and skills gained from CTE courses into the academic courses.

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

Strategies undertaken include the identification of students who can graduate with the 18 credit option. We also focus efforts on students who can graduate during the summer. Credit recovery is provided for all students who require credit/grade recovery. Junior conferences were initiated to inform parents and students of the graduation requirements. We also focus on our ESE student population to make sure they meet graduation requirements.

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

.

Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying “why” or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Coaching strategies will be implemented to ensure all students attain proficiency through Standard-Based instructions.
- G2.** All teachers will implement strategies through common planning in order to provide Standard-Based instruction to increase proficiency for all students.
- G3.** Monitoring strategies will be implemented to ensure all students attain proficiency through Standard-Based instructions.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. Coaching strategies will be implemented to ensure all students attain proficiency through Standard-Based instructions. 1a

G074755

Targets Supported 1b

Indicator	Annual Target
-----------	---------------

Resources Available to Support the Goal 2

- There are district coaches available to provide coaching trainings.

Targeted Barriers to Achieving the Goal 3

Plan to Monitor Progress Toward G1. 8

The common planning agenda and notes will be reviewed for strategies to be implemented by teachers. Teacher's test data will be reviewed after implementation of strategies.

Person Responsible

Daraford Jones

Schedule

Monthly, from 9/1/2015 to 6/2/2016

Evidence of Completion

Common planning minutes, Pinnacle Test Data, Student's Performance on Progress Monitoring Instruments

G2. All teachers will implement strategies through common planning in order to provide Standard-Based instruction to increase proficiency for all students. 1a

G074756

Targets Supported 1b

Indicator	Annual Target
Algebra I FSA EOC Pass Rate	100.0
ELA/Reading Gains District Assessment	100.0
Bio I EOC Level 3	100.0
U.S. History EOC Pass	100.0
4-Year Grad Rate (At-Risk)	100.0

Resources Available to Support the Goal 2

- Common Planning, District Coaches, Academic Leadership Team, FSA Standards

Targeted Barriers to Achieving the Goal 3

- Knowledge and Understanding of planning necessary to deliver effective Standard-Based instruction

Plan to Monitor Progress Toward G2. 8

Grades, Common Assessment Results, FAIR, IBTP

Person Responsible

Daraford Jones

Schedule

Monthly, from 8/24/2015 to 6/6/2016

Evidence of Completion

Journey Reports, Office 365 (One-Drive)

Plan to Monitor Progress Toward G2. 8

Grades, Common Assessment Results, FAIR, IBTP

Person Responsible

Shirlie James

Schedule

Monthly, from 8/24/2015 to 6/6/2016

Evidence of Completion

Journey Reports, Office 365 (One-Drive)

G3. Monitoring strategies will be implemented to ensure all students attain proficiency through Standard-Based instructions. 1a

G074757

Targets Supported 1b

Indicator	Annual Target
4-Year Grad Rate (At-Risk)	85.0

Resources Available to Support the Goal 2

- Learning schedules
- Curriculum materials
- District coaches

Targeted Barriers to Achieving the Goal 3

- Lack of knowledge on standards
- Lack of student engagement

Plan to Monitor Progress Toward G3. 8

Classroom observations, review of lesson plans

Person Responsible

Daraford Jones

Schedule

Weekly, from 8/24/2015 to 6/3/2016

Evidence of Completion

Lesson plan review sheet, walkthrough records

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal **B** =
Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key

G2. All teachers will implement strategies through common planning in order to provide Standard-Based instruction to increase proficiency for all students. **1**

 G074756

G2.B1 Knowledge and Understanding of planning necessary to deliver effective Standard-Based instruction **2**

 B195212

G2.B1.S1 Collaborative Planning, Unpacking of FSA standards **4**

 S206831

Strategy Rationale

Teachers will create lesson plans based on FSA standards in line with District curriculum maps.

Action Step 1 **5**

The master schedule created with subjects provided common planning period.

Person Responsible

Daraford Jones

Schedule

Weekly, from 8/24/2015 to 6/6/2016

Evidence of Completion

Data Results from Assessments, FAIR, IBTP

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

Observation - Walkthroughs, In-Formal, and Formal and Coaching

Person Responsible

Daraford Jones

Schedule

Weekly, from 8/24/2015 to 6/6/2016

Evidence of Completion

Journey, Office 365

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

Observation - Walkthroughs, In-Formal, and Formal and Coaching

Person Responsible

Shirlie James

Schedule

Weekly, from 8/24/2015 to 6/6/2016

Evidence of Completion

Journey, Office 365

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

Observation, Office 365 (One-Drive)

Person Responsible

Daraford Jones

Schedule

Weekly, from 8/24/2015 to 6/6/2016

Evidence of Completion

Academic Leadership Team and Distributive Team meeting notes and review

G3. Monitoring strategies will be implemented to ensure all students attain proficiency through Standard-Based instructions. **1**

 G074757

G3.B1 Lack of knowledge on standards **2**

 B195213

G3.B1.S1 Teachers will deliver planned standards based lessons **4**

 S206832

Strategy Rationale

Lessons that are standards based will prepare students for success on state assessments and lead to improved student achievement.

Action Step 1 **5**

Administrators and teachers will attend professional development on state standards.

Person Responsible

Daraford Jones

Schedule

Annually, from 8/24/2015 to 6/3/2016

Evidence of Completion

Attendance at professional development meetings.

Action Step 2 **5**

Monitor lesson plans for alignment to state standards.

Person Responsible

Daraford Jones

Schedule

On 6/3/2016

Evidence of Completion

Lesson plan review

Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

Walk throughs

Person Responsible

Daraford Jones

Schedule

Weekly, from 8/24/2015 to 6/3/2016

Evidence of Completion

Walk through data,

Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

Review of lesson plans

Person Responsible

Daraford Jones

Schedule

Weekly, from 8/24/2015 to 6/3/2016

Evidence of Completion

Completed lesson plans

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7

Person Responsible

Daraford Jones

Schedule

On 6/3/2016

Evidence of Completion

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7

Person Responsible


Daraford Jones

Schedule

On 6/3/2016

Evidence of Completion

G3.B2 Lack of student engagement 2

 B195214

G3.B2.S1 Increase the use of cooperative/collaborative opportunities in the classroom. 4

 S206833

Strategy Rationale

Action Step 1 5

Provide professional development on student engagement strategies

Person Responsible

Daraford Jones

Schedule

On 6/3/2016

Evidence of Completion

Action Step 2 5

Teachers will incorporate collaborative structures during instruction

Person Responsible

Daraford Jones

Schedule

Weekly, from 8/24/2015 to 6/3/2016

Evidence of Completion

Classroom walkthroughs, lesson plans

Plan to Monitor Fidelity of Implementation of G3.B2.S1 6

Review of lesson plans

Person Responsible

Daraford Jones

Schedule

Weekly, from 8/24/2015 to 6/3/2016

Evidence of Completion

Lesson plans, agenda

Plan to Monitor Fidelity of Implementation of G3.B2.S1 6

Classroom walkthrough

Person Responsible

Daraford Jones

Schedule

Weekly, from 8/24/2015 to 6/3/2016

Evidence of Completion

Walkthrough data

Plan to Monitor Fidelity of Implementation of G3.B2.S1 6

Classroom Walkthroughs

Person Responsible

Shirlie James

Schedule

Weekly, from 8/24/2015 to 6/3/2016

Evidence of Completion

Plan to Monitor Effectiveness of Implementation of G3.B2.S1 7

Person Responsible

Daraford Jones

Schedule

Weekly, from 8/24/2015 to 6/3/2016

Evidence of Completion

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B1.S1.A1	The master schedule created with subjects provided common planning period.	Jones, Daraford	8/24/2015	Data Results from Assessments, FAIR, IBTP	6/6/2016 weekly
G3.B1.S1.A1	Administrators and teachers will attend professional development on state standards.	Jones, Daraford	8/24/2015	Attendance at professional development meetings.	6/3/2016 annually
G3.B2.S1.A1	Provide professional development on student engagement strategies	Jones, Daraford	8/24/2015		6/3/2016 one-time
G3.B1.S1.A2	Monitor lesson plans for alignment to state standards.	Jones, Daraford	8/24/2015	Lesson plan review	6/3/2016 one-time
G3.B2.S1.A2	Teachers will incorporate collaborative structures during instruction	Jones, Daraford	8/24/2015	Classroom walkthroughs, lesson plans	6/3/2016 weekly
G1.MA1	The common planning agenda and notes will be reviewed for strategies to be implemented by teachers. Teacher's test data will be reviewed after implementation of strategies.	Jones, Daraford	9/1/2015	Common planning minutes, Pinnacle Test Data, Student's Performance on Progress Monitoring Instruments	6/2/2016 monthly
G2.MA1	Grades, Common Assessment Results, FAIR, IBTP	Jones, Daraford	8/24/2015	Journey Reports, Office 365 (One-Drive)	6/6/2016 monthly
G2.MA2	Grades, Common Assessment Results, FAIR, IBTP	James, Shirlye	8/24/2015	Journey Reports, Office 365 (One-Drive)	6/6/2016 monthly
G2.B1.S1.MA1	Observation, Office 365 (One-Drive)	Jones, Daraford	8/24/2015	Academic Leadership Team and Distributive Team meeting notes and review	6/6/2016 weekly
G2.B1.S1.MA1	Observation - Walkthroughs, In-Formal, and Formal and Coaching	Jones, Daraford	8/24/2015	Journey, Office 365	6/6/2016 weekly
G2.B1.S1.MA2	Observation - Walkthroughs, In-Formal, and Formal and Coaching	James, Shirlye	8/24/2015	Journey, Office 365	6/6/2016 weekly
G3.MA1	Classroom observations, review of lesson plans	Jones, Daraford	8/24/2015	Lesson plan review sheet, walkthrough records	6/3/2016 weekly
G3.B1.S1.MA1	[no content entered]	Jones, Daraford	8/24/2015		6/3/2016 one-time
G3.B1.S1.MA1	[no content entered]	Jones, Daraford	8/24/2015		6/3/2016 one-time
G3.B1.S1.MA1	Walk throughs	Jones, Daraford	8/24/2015	Walk through data,	6/3/2016 weekly
G3.B1.S1.MA2	Review of lesson plans	Jones, Daraford	8/24/2015	Completed lesson plans	6/3/2016 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G3.B2.S1.MA1	[no content entered]	Jones, Daraford	8/24/2015		6/3/2016 weekly
G3.B2.S1.MA1	Review of lesson plans	Jones, Daraford	8/24/2015	Lesson plans, agenda	6/3/2016 weekly
G3.B2.S1.MA2	Classroom walkthrough	Jones, Daraford	8/24/2015	Walkthrough data	6/3/2016 weekly
G3.B2.S1.MA4	Classroom Walkthroughs	James, Shirlie	8/24/2015		6/3/2016 weekly

Appendix 2: Professional Development and Technical Assistance Outlines

Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.

Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G3. Monitoring strategies will be implemented to ensure all students attain proficiency through Standard-Based instructions.

G3.B1 Lack of knowledge on standards

G3.B1.S1 Teachers will deliver planned standards based lessons

PD Opportunity 1

Administrators and teachers will attend professional development on state standards.

Facilitator

District trainings

Participants

Administrators and Teachers

Schedule

Annually, from 8/24/2015 to 6/3/2016

PD Opportunity 2

Monitor lesson plans for alignment to state standards.

Facilitator

District Professional Development Team and District Coaches

Participants

Teachers

Schedule

On 6/3/2016

G3.B2 Lack of student engagement

G3.B2.S1 Increase the use of cooperative/collaborative opportunities in the classroom.

PD Opportunity 1

Provide professional development on student engagement strategies

Facilitator

District Professional Development Team

Participants

Teachers

Schedule

On 6/3/2016

Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

Budget

Budget Data			
1	G2.B1.S1.A1	The master schedule created with subjects provided common planning period.	\$0.00
2	G3.B1.S1.A1	Administrators and teachers will attend professional development on state standards.	\$0.00
3	G3.B1.S1.A2	Monitor lesson plans for alignment to state standards.	\$0.00
4	G3.B2.S1.A1	Provide professional development on student engagement strategies	\$0.00
5	G3.B2.S1.A2	Teachers will incorporate collaborative structures during instruction	\$0.00
			Total: \$0.00